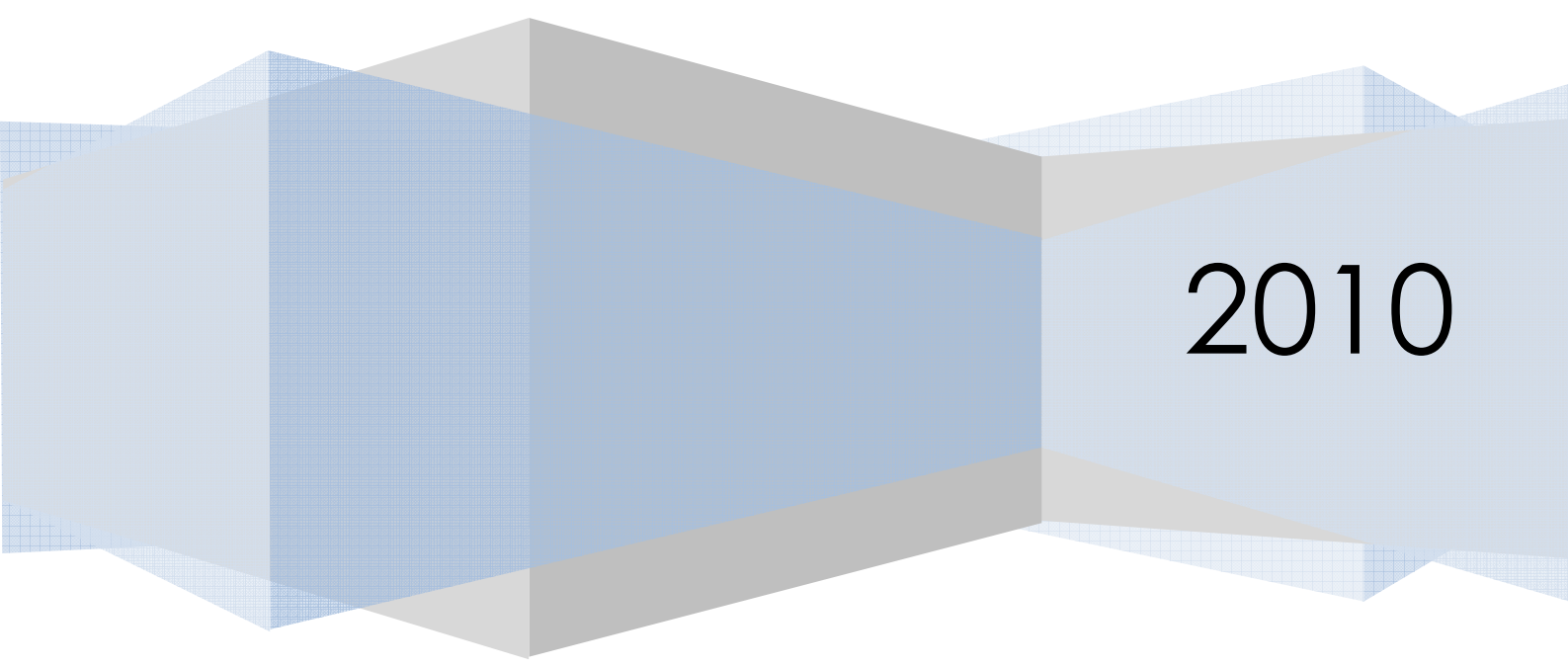


**Manchester Child and Adolescent Mental Health
Services**

Manchester Social Communication Assessment and Intervention



2010

Manchester Social Communication Assessment and Intervention Leaflet

Spring 2010

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Autism – Post Diagnostic Workshops (PDW)

The Autism Post Diagnostic Workshops consist of 5 sessions for parents/carers of children recently diagnosed with an Autistic Spectrum Disorder (ASD).

The workshops provide a chance to learn about ASD from specialists in psychiatry, psychology, education, speech and language therapy, paediatrics and outside support services like M.A.P. (Manchester's Multi-Agency Partnership for disabled children and young people) and N.A.S. (National Autistic Society).

Parents/ carers can ask questions, take part in discussions and meet other parents/carers. Any parent or carer of a child with a chronic disorder must become an expert in the condition in the best interests of their child. By equipping parents/carers with knowledge about current issues, behavioural strategies and services available, these sessions aim to empower and train parents/carers to help their child in the best.

Structure/Number of Sessions

Five sessions and they will be two hours long. The first session is 2 ½ hours. There will be 4 such groups run in the Wednesday or Thursday mornings starting at 9.30 am. There will be one (or two groups) for children with significant learning difficulties and below the age of 6 and the other for older children in mainstream setting without significant learning difficulties.

Session 1: Understanding Autistic Spectrum Disorders (*Child Psychiatrists*)

Session 2: Understanding and Working with the Education System (*Educational Psychologists*)

Session 3: Enabling your Child's Communication and Understanding (*Speech and Language Therapists*)

Session 4: Understanding and Managing Behaviour (*Clinical Psychologists and Community Paediatricians*)

Session 5: Further Resources for You and Your Child (*MAP, National Autistic Society, Disabled Children's Team etc.*)

Evaluation

After each session parents/carers receive a five question feedback form ascertaining what was useful and what could be improved (Measure 1).

After the final session they receive a course evaluation questionnaire, collecting qualitative and quantitative data (Measure 2).

Before the first session, and after the final session, parents/carers will be given a questionnaire asking how well they feel they understand five areas, corresponding to the five session topics (Measure 3).

The group needs funding for refreshments.

Professionals involved

Consultant Child and Adolescent Psychiatrists.

Clinical Psychologists.

Educational Psychologists.

Specialist Speech and Language Therapists.

Child Mental Health Practitioners.

Consultant Community Paediatricians.

National Autistic Society

Manchester Multiagency Partnership

Sustainability

These workshops are an essential part of the interventions provided by SCAIT. There will be four such groups available per year. One in the Autumn, one in the Spring and two in the Summer term run at the Winnicott centre.

Admin for this is provided by Sue Green, secretary to SCAIT. All the letters to parents and professionals to be sent out by Sue Green as well as the pack for the day including attendance sheet and evaluation forms. Sue Green to book the conference room.

Support on the day to run the groups is provided by Specialty Trainees in Psychiatry and Specialist Registrars in Child and Adolescent Psychiatry. They will organise the room and take the participants to the conference room, provide the refreshments, provide participants with attendance and evaluation sheets and collect evaluation sheets. Trainees will summarise the results of the evaluation.

This is an excellent opportunity for trainees to learn about ASD and interventions provided by multi-agency professionals, learning about group dynamics, evaluation of groups, writing reports and is a part of their management competencies.

Functional Skills Group

Aims of intervention

Develop social communication skills through play activities. Assessment of children with complex communication difficulties to aid diagnosis, carried out in Child and Adolescent Mental Health Services.

Target group

6-8 year olds with complex difficulties.

Professionals involved

Speech and Language Therapist, Clinical Psychology Trainees and assistants.

Structure and number of sessions

5-6 sessions and follow up for parents.

Evaluation

Report to clarify diagnostic questions/parental feedback.

Sustainability

Pilot group was run in July 2007. Aim to run one group/year as needs arise.



Joint Interventions

Aims of intervention

Support parents of children with challenging behaviour and severe communication difficulties. This is for any children with Social Communication Difficulties and challenging behavior. Professionals involved include Speech and Language Therapists, Clinical Psychologists and Mental Health Practitioners.

Structure/Number of sessions

Flexible, depending on needs of parents. This may include video sessions and intensive communication training.

Evaluation

Via visible changes in behaviour/communication.

Sustainability

This is part of the routine work we do.

Social Stories Workshop

Aims of intervention

Give parents/teachers information about social stories and experience of writing them. This group is for Parents and Teachers of children with Autistic Spectrum Disorder. Professionals involved include Speech and Language Therapists, but could include Educational Psychologists/Clinical Psychologists.

Structure/Number of sessions

One off session – follow up offered via key clinician/referrer.

Evaluation

Needs to be evaluated, with respect to effectiveness of group training versus working with individuals.

Sustainability

One group per year.



Social Understanding Group

Aims of intervention

Develop friendship skills for young people with Asperger's Syndrome and support families to develop friendship skills. This will be with groups of 10-12 children with Autistic Spectrum Disorder and Asperger's Syndrome. Professionals involved will include Speech and Language Therapists, Clinical Psychologists and Mental Health Practitioners.

Structure/Number of sessions

10 sessions and follow up session for parents.

Evaluation

Questionnaires before and after group, carried out with parents and children. Parent's evaluation in the past has been positive.

Sustainability

Groups run on a two per year basis in South and Central Manchester venues.

Visual Workshops

(This is a Community intervention; but run by SCAIT Speech and Language Therapists and should be part of what is offered to pre-school children)

Aims of intervention

Support Parents and Professionals to implement use of visuals within the home environment. This is for any children with Social Communication Difficulties (groups are modified depending on make up of group). Professionals involved include Speech and Language Therapists and Learning Difficulties Workers.

Structure/Number of sessions

Three sessions, on using visuals to develop understanding and using visuals to support communication and a final session about ways to develop communication opportunities.

Evaluation

Parent feedback very positive in the past. No evaluation has yet been carried out. Parents are offered follow up from local Speech and Language Therapy if appropriate or Child and Adolescent Mental Health Service.

Sustainability

As part of Early Years Pathway, groups will be run on a rolling programme.

Autism Induction Training

Aims of intervention

- school Autistic Spectrum Disorder awareness raising.
- increased understanding of triad of impairments and impact on focus child (where possible).
- introduction to general strategies and individualised strategies (where possible).

Target group

- All school staff (teachers, management team, TAs, LOs and others).

Professionals involved

- Psychiatrists.
- Clinical Psychologists.
- Educational Psychologists.
- Speech and Language Therapists.
- Mental Health Practitioners.

Structure/Number of sessions

- One twilight session per school (ideally 1 ½ hours).

Evaluation

- Evaluation form – to be devised.

Sustainability

- We have been able to offer to a limited number of schools. Currently only 33% of Central schools have had training in the last 3 years.
- General training is offered by other professionals such as Outreach Teams from Specialist schools.
- Greater coherence and consistency is needed across all providers.
- SCAIT training would benefit from being more individualised to individual children, especially in relation to strategies. This is most effective when school staff can meet with SCAIT Educational Psychologist and plan around the child and integrate this into the training beforehand. However, this would increase the time required.



Individual Child/Family Appointments

Aims of intervention

To address family concerns regarding behaviour or emotional well-being of child/ young person with a diagnosis of Autistic Spectrum Disorder.

Target group

Children and young people referred to Child and Adolescent Mental Health Services and diagnosed with Autistic Spectrum Disorder, who present with emotional or behavioural difficulties which cannot be resolved by parental attendance at the post-diagnostic group (Manchester Autism sessions) or the Cygnet group.

Professionals involved

All of the SCAIT and wider Child and Adolescent Mental Health Service team are involved in intervention to an extent.

The Clinical Psychologist and Mental Health Practitioners have a particular role in offering interventions to improve behaviour and mental health.

Structure/number of sessions

Flexible, depending on needs of child and family.

Evaluation

Dependent on needs of child/ family.

CORC measures include a goal-oriented outcome score, satisfaction questionnaire and Nisonger Child-Behaviour Rating Form.

Sustainability

There is a high level of demand for a limited resource. Training and consultation are offered to the wider Child and Adolescent Mental Health Services to enable them to deliver interventions to children they see who have been diagnosed with Autistic Spectrum Disorder.

Consultation is also offered to the Disabled Children's Team to support them in the delivery of interventions.

Parents and Schools Workshops

Aims of intervention

- Joint working between schools and parents to meet the needs of children with Autistic Spectrum Disorder in mainstream schools.
- Increase understanding of Autistic Spectrum Disorder and impact on the individual child at home and school.
- Development of joint intervention strategies.

Target group

- SENCo, Teaching Assistants and parent(s)/carer(s) working with an identified child.

Professionals involved in delivery:

- Psychiatrist.
- Clinical Psychologists.
- Educational Psychologist.
- Speech and Language Therapist.
- Mental Health Practitioners.
- Specialist Teacher.

Structure/Number of sessions

- Four morning sessions 9:15 – 11:30
- Morning sessions are better for parents attending, so that they can drop the children off and then come to the sessions. Schools have also facilitated this by offering lifts.
- Sessions are 1. ASD and your child 2. Developing communication 3. ASD friendly environments and working with challenging behaviour 4. IEP planning.
- The sessions include a mixture of team delivery and group work activities focused around the individual child.

Evaluation

- School audit and session evaluations.

Sustainability

- A pilot ran in the Spring Term 2009 and was positively evaluated by SENCos at follow up. Parent follow up is underway.
- The programme does require significant input, especially in relation to recruitment and a member of the team to link sessions.
- Given current SCAIT capacity it is unlikely we can offer this intervention more than once a year.



Riding the Rapids: Living with Autism or Disability

Aims of intervention

To increase parents' behaviour management skills, improve parent-child relationships and parental mental well-being.

Target group

Parents of primary-school aged children with a diagnosis of autism and/ or other severe learning disability. A pre-school group is planned for 2010.

Professionals involved

The Clinical Psychology Team for Children with Learning Disabilities.
Disabled Children's Team Nurses.
Manchester Multiagency Partnership.
Specialist Support School staff.
(Groups are overseen by Clinical Psychologist –Learning Disability).

Structure/Number of sessions

Ten weekly sessions taking place in various venues across the city.

Evaluation

Weekly session evaluations.
Final session satisfaction questionnaire.
Pre- and post- measures on child behaviour, parental mental health and parent-child relationship.

Sustainability

We are working with a number of different agencies and professionals to ensure the widespread delivery and sustainability of the programme.



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North Manchester CAMHS

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Secretary: Elaine
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Emerge 16-17 Community Mental Health Service

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Moss Side M14 4ST

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Dr Andrew Beck, *Consultant Clinical Psychologist*

Practitioners in each team:

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Consultant Clinical Psychologist

Dr Sam Todd
Principal Clinical Psychologist

Dr Cath Tarnoky
Consultant Clinical Psychologist

Dr Christine Mellor
Clinical Psychologist

Dr Emma Arnold
Clinical Psychologist

Dr Amanda Gill
Clinical Psychologist

Dr Steven Hughes
Consultant Child and Adolescent Consultant Child and Adolescent Psychiatrist

Dr Latha Hackett
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Alison Hunter
Speech & Language Therapist

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Educational Psychologist

Educational Psychologist

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